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| **Teacher: Brittany Baldwin, Anna Potts, Michelle Lee** | | **Grade: 2nd** | | | **Date(s)**: September 4, 2012 (Day 2) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 2: T-Chart** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Helen Keller and The Big Storm by Patricia Lackin**  **Crayons/Markers**  **Chart paper**  **Vocabulary Power point** | | | | **biography-** an account of a person’s life written by another person  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Story Vocabulary Words**  **Condition, predict, terrifying, breeze, whip, sparkle**  **Funnel, swirl** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **RL.2.1**. - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **I Can Statement(s):**   * I can describe how characters in a story respond to challenges. * I can answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.   **Instructional Plan:**   * Introduce story vocabulary by using vocabulary power point that includes the word, a picture, and the definition of the word. * Students will demonstrate understanding of content vocabulary by orally using words in a sentence with a partner. * Teacher reviews ‘read aloud’ behavior and explain to students what good listeners look like. * Teacher will begin reading the story aloud stopping at various points to pull out different challenges that Helen Keller faced. * Create scenarios for students to act out so they can see how events affect behavior (cause and effect relationship). * Review T-Charts with students displaying events/challenges and character’s response. Explain how a character’s behavior in a story is affected by the events happening in the story. * Model finding a challenge in the story and describing a character’s response. * Students will volunteer challenges found in the story, create an anchor chart together and discuss and record how the character’s responded to the event. * Make a connection between the feeling chart and character traits, have students to work in pairs to come up with a list of traits that describes Helen Keller, based on her responses to events and challenges. * Teacher will show students a picture of Helen Keller, giving factual details about her life. Students will share what they think is the difference between Helen Keller and Ronald Morgan. Introduce and discuss the word biography. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Writing**  **Standards:**  **W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **I Can Statement(s):**   * I can give reasons why I have an opinion.   **Instructional Plan:**   * Using the anchor chart of feeling words/character traitsmodel how to write a sentence describing Ronald Morgan’s character traits stating reasons from the T-Chart. * Students will write 3 sentences describing Helen Keller’s character traits stating reasons from T-Chart. * Students will illustrate each sentence. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Word Study**  **Standards:**  **L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  RF 2.3b Know and Apply vowel teams.  **I Can Statement(s):**   * I can determine the meaning of unknown words and phrases by using context clues. * I can spell words using the vowel team ai and ay.   **Instructional Plan:**   * Students will review their spelling words recorded in their spelling journal. * Students will work with a partner to practice the spelling of those words. * Students will quiz each other on vocabulary words. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **I Can Statement(s):**   * I can discuss texts in small and large groups.   **Instructional Plan:**  **\***See reading plans above | | | | |
| **Closing/Summarizing Strategy** | Students will turn and talk to their elbow partner about how they connect to either Ronald Morgan or Helen Keller. They will use the descriptors listed of their character traits to identify times when they’ve felt the same way (discuss how this is making connections with the characters). | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why. | | Teacher has “event/challenge” completed and student only records “character’s response. | | | Teacher has started “character’s response” and “event/challenge” sections with sentence starters. Students must complete the sentence. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on their work samples. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*